

Memminger Elementary

20 Beaufain St.
Charleston, SC 29401

Grades	PK-6 Elementary School	
Enrollment	309 Students	
Principal	Diane Ross	843-724-7778
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	46	70	15

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Average	Below Average	Yes

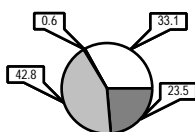
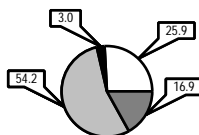
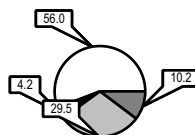
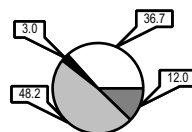
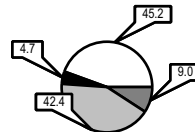
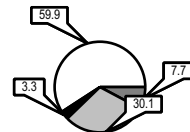
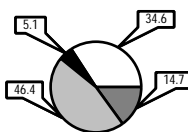
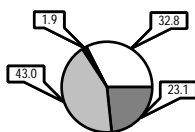
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	171	100.0	33.1	42.8	23.5	0.6	34.9	Yes	Yes
Gender									
Male	94	100.0	37.8	41.1	21.1	0.0	33.3		
Female	77	100.0	27.6	44.7	26.3	1.3	36.8		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	169	100.0	33.5	43.3	23.2	0.0	34.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	126	100.0	27.6	43.9	27.6	0.8	39.8		
Disabled	45	100.0	48.8	39.5	11.6	0.0	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	171	100.0	33.1	42.8	23.5	0.6	34.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	171	100.0	33.1	42.8	23.5	0.6	34.9		
Socio-Economic Status									
Subsidized meals	155	100.0	36.7	41.3	21.3	0.7	32.7	Yes	Yes
Full-pay meals	16	100.0	0.0	56.3	43.8	0.0	56.3		

Mathematics – State Performance Objective = 36.7%									
All Students	171	100.0	25.9	54.2	16.9	3.0	38.6	Yes	Yes
Gender									
Male	94	100.0	24.4	57.8	16.7	1.1	35.6		
Female	77	100.0	27.6	50.0	17.1	5.3	42.1		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	169	100.0	26.2	54.9	16.5	2.4	37.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	126	100.0	20.3	56.9	18.7	4.1	44.7		
Disabled	45	100.0	41.9	46.5	11.6	0.0	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	171	100.0	25.9	54.2	16.9	3.0	38.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	171	100.0	25.9	54.2	16.9	3.0	38.6		
Socio-Economic Status									
Subsidized meals	155	100.0	28.0	55.3	14.7	2.0	34.7	Yes	Yes
Full-pay meals	16	100.0	6.3	43.8	37.5	12.5	75.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	171	100.0	56.0	29.5	10.2	4.2	14.5
Gender							
Male	94	100.0	55.6	31.1	8.9	4.4	13.3
Female	77	100.0	56.6	27.6	11.8	3.9	15.8
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	169	100.0	56.7	29.9	9.8	3.7	13.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	126	100.0	48.0	34.1	12.2	5.7	17.9
Disabled	45	100.0	79.1	16.3	4.7	0.0	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	56.0	29.5	10.2	4.2	14.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	171	100.0	56.0	29.5	10.2	4.2	14.5
Socio-Economic Status							
Subsidized meals	155	100.0	58.0	29.3	9.3	3.3	12.7
Full-pay meals	16	100.0	37.5	31.3	18.8	12.5	31.3

Social Studies							
All Students	171	100.0	36.7	48.2	12.0	3.0	15.1
Gender							
Male	94	100.0	35.6	50.0	13.3	1.1	14.4
Female	77	100.0	38.2	46.1	10.5	5.3	15.8
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	169	100.0	37.2	48.8	12.2	1.8	14.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	126	100.0	30.9	49.6	15.4	4.1	19.5
Disabled	45	100.0	53.5	44.2	2.3	0.0	2.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	36.7	48.2	12.0	3.0	15.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	171	100.0	36.7	48.2	12.0	3.0	15.1
Socio-Economic Status							
Subsidized meals	155	100.0	38.0	48.0	12.0	2.0	14.0
Full-pay meals	16	100.0	25.0	50.0	12.5	12.5	25.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	61	100.0	21.1	40.4	36.8	1.8	38.6
	4	55	100.0	29.4	52.9	17.6	N/A	17.6
	5	57	100.0	41.8	43.6	14.5	N/A	14.5
	6	46	100.0	59.1	34.1	6.8	N/A	6.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	35	100.0	17.1	34.3	45.7	2.9	48.6
	4	47	100.0	22.2	60.0	17.8	0.0	17.8
	5	46	100.0	40.0	42.2	17.8	0.0	17.8
	6	43	100.0	51.2	31.7	17.1	0.0	17.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	61	100.0	28.1	57.9	10.5	3.5	14.0
	4	55	100.0	33.3	52.9	11.8	2.0	13.7
	5	57	100.0	47.3	45.5	3.6	3.6	7.3
	6	46	100.0	47.7	40.9	11.4	N/A	11.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	35	100.0	8.6	71.4	20.0	0.0	20.0
	4	47	100.0	26.7	55.6	11.1	6.7	17.8
	5	46	100.0	33.3	51.1	13.3	2.2	15.6
	6	43	100.0	31.7	41.5	24.4	2.4	26.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	34.3	42.9	20.0	2.9	22.9
	4	47	100.0	48.9	31.1	13.3	6.7	20.0
	5	46	100.0	68.9	22.2	4.4	4.4	8.9
	6	43	100.0	68.3	24.4	4.9	2.4	7.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	35	100.0	5.7	60.0	28.6	5.7	34.3
	4	47	100.0	15.6	68.9	11.1	4.4	15.6
	5	46	100.0	55.6	37.8	4.4	2.2	6.7
	6	43	100.0	65.9	26.8	7.3	0.0	7.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 309)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	5.6%	Up from 3.0%	3.9%	3.0%
Attendance rate	96.2%	Up from 95.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.1%	Up from 7.3%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.1%	Up from 6.9%	5.4%	3.2%
Eligible for gifted and talented	11.6%	Down from 12.9%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Down from 14.1%	8.0%	8.2%
Older than usual for grade	1.3%	Up from 1.1%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 0.0%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	54.8%	Down from 61.8%	50.6%	52.6%
Continuing contract teachers	67.7%	Down from 76.5%	75.5%	83.3%
Highly qualified teachers	83.3%	Down from 84.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	4.2%	Down from 12.1%	2.6%	0.0%
Teachers returning from previous year	78.5%	Down from 80.8%	83.4%	87.0%
Teacher attendance rate	95.0%	Up from 93.4%	94.9%	95.0%
Average teacher salary	\$41,076	Up 1.5%	\$40,479	\$41,703
Prof. development days/teacher	11.8 days	Down from 16.6 days	13.5 days	12.8 days
School				
Principal's years at school	1.0	Down from 13.0	4.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 19.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 87.4%	88.8%	89.8%
Dollars spent per pupil*	\$7,747	Up 7.5%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	64.1%	Up from 61.5%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school boasts a dedicated and committed faculty and a safe, nurturing, child-centered environment in which to educate our children. We have supportive parents, strong mentor and volunteer programs, and excellent community support.

Memminger has just completed our third year of a three-year Comprehensive School Reform Demonstration Grant that provided training and materials for Renaissance Learning and early literacy. Project ARTISTIC has created opportunities for arts infusion into the classrooms through artists-in-residence, Suzuki strings, band, and teacher training.

Our greatest challenge has been closing the gap between primary and elementary student achievement. In order to meet these challenges our teachers have had additional training in using data to make instructional decisions. We will continue to use school-wide norming data, MAP benchmarking, Tungsten benchmarking and PACT analysis as well as STAR Reading and Math and DIBELS Early Literacy to improve classroom instruction. Our teachers have also implemented small group instruction for below basic students using Carbo reading to improve fluency, Kamiko software to improve math application and problem solving skills, and SOAR to Success to improve reading comprehension. Other initiatives we have implemented to help improve instruction are after-school tutoring, READ 180, Positive Behavioral Interventions and Support System and Peer Tutoring.

Memminger continues a partnership agreement with the College of Charleston as a professional development school. We strongly believe that these kinds of collaborations as well as our strong relationship with the Wings Afterschool Program greatly enhance learning and opportunities for our students, teachers, and families.

Diane Ross, Principal
Peggy Bryan, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	33	27
Percent satisfied with learning environment	85.0%	87.9%	85.2%
Percent satisfied with social and physical environment	57.1%	84.8%	81.5%
Percent satisfied with school-home relations	38.1%	90.9%	70.4%

*Only students at the highest elementary school grade level at this school and their parents were included.